Nanotechnology Perceptions
ISSN 1660-6795
www.nano-ntp.com

Exploring the Relationship Between Social Media Engagement and Academic Achievement Among Chennai's Adolescents

Kalaichelvi E[1]
Dr S Jayakani[2]
[1]Ph.D Research Scholar, Department of Commerce, Vels Institute of Science, Technology & Advanced Studies, Pallavaram, Chennai 600 117.
[2]Professor, Department of Commerce,
Vels Institute of Science, Technology & Advanced Studies, Pallavaram, Chennai 600 117.

Abstract
In the business world, customer pleasure is neither foreign nor novel. All facets of the Indian economy have adopted it, but the service sector places a premium on it, and the banking sector especially values it. Unorganized and Unstructured: Although customer satisfaction has been practiced for a long time, it has never been organized or structured. To study the overview and customer satisfaction of banking services offered by the private sector banks. Frequency analysis found that the out of 150 respondents, 43(28.7%) of the respondents are belong to below 25 years.(29.3%) of the respondents are belong to 26-35 years of age people. 45(30%) of the respondents are belong to 36-45 years of age group. 16 (10.7%) of the respondents are belong to 46-55 year of age people. 2 (1.3%) of the respondents are belong to above 55 years of age group customers. The majority of the respondents are belong to 36-45 years of people maintain account in private sectors bank sinkancheepuram district. customer satisfaction as the dependent variable and five independent variables such as Satisfaction on Infrastructure (x1), Satisfaction on technology(x2), Satisfaction on Product and Services (x3), Satisfaction on Loan settlement (x4) and Satisfaction on bank management (x5) are taken as predictor variables. Satisfaction on Infrastructure (t=2.143, p=0.002), Satisfaction on technology (t=3.668, p=0.010),Satisfaction on Product and Services (t= 4.511, p=0.00), Satisfaction on Loan settlement (t=4.571, p=0.000) Satisfaction on bank management (t= 3.541, P= 0.000).According to this study, private sector banks must do more to entice consumers in the younger age range to create accounts. In the current technological era, the majority of customers are tech savvy and aware of the new and improved technologies that are being introduced on a daily basis, as well as what banks are acquiring or may acquire. Therefore, banks should adopt new and improved technology as needed since they risk losing both current and potential consumers if they do not keep up with emerging innovations.
Keywords: Customer satisfaction, Bankingservices, and Private sector banks

1. Introduction

The worldwide computerized upheaval has detonated and individuals are adoring it. In a worldwide survey almost 66% of individuals would go crazy without it the IT and telecom ventures. The advanced market probably increments dramatically web-based entertainment stages have bountiful portion of the world's 7.5 billion individuals use the web. North of 66% of people utilize the web, and one out of three utilize online entertainment applications (Statista and Ospina, 2019). An overview created a not insignificant rundown, as indicated by The Hours of India's September 2017 story. According to Subramanyam and Greenfield (2008), young people's incessant utilization of electronic gadgets for peer contact might influence their associations with guardians and kin. According to Jyoti Ranjan Muduli (2014), expanded virtual entertainment use might cause rationale issues, migraines, and tension. One examination viewed as 20% of adolescents go through four hours or more online each day (2019). One worldwide internet based local area is YouGov.

The school new understudies view via web-based entertainment occupations. It additionally thought about understudies' web-based entertainment use, inspirations, and GPA. 33% of students utilized YouTube among the virtual entertainment organizing applications reviewed. The virtual entertainment lets understudies are share information, access online talks, and organization with experts. (Al-Khalifa and Garcia, 2013). Since understudies' lives spin around virtual entertainment, schools overall are utilizing it to spread understudy messages. A few foundations have built their own online entertainment locales, while others use Facebook. Instructive organizations likewise advance courses, exercises, and understudy commitment through media. (Porter, 2013).

According to Alamari (2019), social media use hurt kids' GPA. A primary data was used to gather this information. Students in first, second, third, and fourth grades provided responses. The study indicated that excessive social media use without teacher supervision or planning may affect undergraduates' academic performance. To increase learning results, problem-based learning, collaborative learning, and the flipped classroom should be combined with these technologies that students have lately used extensively. Students also need time management training for classroom social media use.

Drury (2008), identified "online resources that people use to share content: video, photos, images, text, ideas, insight, humour, opinion, gossip, news." Technology in the information age has changed the game in recent decades. Social media use affects millennials and Gen Zers' everyday routines, crucial decisions, and performance evaluations Tennakoon, Lasanthika, and Silva, (2019) professional, marriage, education, leisure, wallet, professional and personal networks, and decisions (Valentine, 2018). According to Tennakoon, Lasanthika, and Silva (2019) "time spent, frequency of access and information viewed & shared". Academic performance strongly influences job and academic placement. Many people struggle to improve their grades because of social media engagement. The global focus on academic attainments have spurred research on classroom excellence. A person's employability and ability to grow in their field of study will always depend on their academic performance (Kyoshaba, 2009) One of a school's main goals is to enhance students' test scores Hoyle (1986) states that schools were founded to improve students' academic performance by teaching knowledge and skills. Academic performance - how well students, instructors, and schools meet their goals is most important in education. Exams and continuing assessments are used to evaluate academic performance, but nobody agrees on the optimal method or which components of knowledge—declarative facts or procedural skills—are more important (Annie, Howard & Mildred, 1996).

Today, most of the students and young adults use Facebook. It is simple to blame ineffective educators, but those uninformed of the Facebook obsession may need to think again (Oche and Aminu, 2010). According to Olubiyi (2012) today's pupils spend virtually all of their waking hours on social media. Students are caught pinging, going or Facebooking on their phones in lecture halls and classrooms. Trying to make new online friends and conversing about trivial issues has taken up time that could be better spent studying, researching and creating. So, most pupils' is to create academic performance suffers because social media is distracting.

2. Literature Review

Social networking sites draw students into unproductive activities like useless chitchat Kuppuswamy and Shankar (2010). However, according to Liccardi, Ounnas, Massey, Kinnunen, Midy, and Sakar (2007) found that students are socially engaged and discuss other topics to their daily learning experiences. Tinto (1997) suggests that social networking isolation may prevent some students from enjoying academics and extracurriculars. Students profit from social networks since they improve their learning and academic careers. Trusov, Bucklin, and Pauwels (2009) warn that social media and internet use are dangerous for youth. Since these platforms have become very popular in recent years this is especially true. According to Cain (2009) social networking sites are free, easy to use, and allow users to post movies, images, news and more. Research by Wiley and Sisson (2006) shows that over 90% of college students use social media. The message emphasizes pupils' social media use. Lenhart and Madden (2007) found that students recommend social media for staying in touch, learning, and being alert.

Everyone is rejoicing in the newfound ability to communicate with more people and in more places because to the proliferation of information and communication technologies (ICTs). Twitter,

Yahoo! Messenger, Facebook Messenger, BBM, Whatsapp, 2go, Skype, Google Talk, Google Messenger, iPhone, and Android are all examples of social networking sites. According to Asemah and Edegoh (2012), the majority of people utilise these networking sites to keep in touch with friends both online and offline. In response to the fast-paced transformation brought about by technological advancements, the technology has emerged as the optimal tool for delving into the vast expanse of human knowledge. The development of the internet has made it the most effective means of communication.

So, as a means of communication and interaction, two-thirds of the global internet population uses social networking or blogging sites. The purpose of social networking sites (SNSs) is to bring together online communities of people who have interests in many fields, such as personal, business, or academics (William et al., 2009). The idea of a "global village" where billions of people communicate through online platforms has become a reality because to the proliferation of social media. The usage of social networking sites for distant communication has yielded numerous benefits. A person's academic performance is a major factor in their placement, whether it is in a school or a career. This is why a lot of people are thinking about how they can do better in school. There have been a lot of research looking at what makes for academic brilliance, which is something that is common all across the world. Academic performance will always play an important part in determining a person's future success, both in terms of their employability and their academic placement in high school and college (Kyoshaba, 2009).

A school's academic achievement, as shown by test scores, is one of its primary objectives. Schools, according to Hoyle (1986), are set up to teach people new things and improve their academic performance is the driving force behind all of this. In education, the end result is academic performance or achievement, which measures how well an individual, group, or institution has met its educational objectives. Most of the people think that tests and ongoing evaluations are the best ways to gauge academic performance, but nobody seems to agree on whether facts and procedural knowledge the former including skills or declarative knowledge the latter including processes is more significant (Annie, Howard and Mildred, (1996). According to Al-Khalifa and Garcia (2013) investigate the connection between social media use and academic performance, as well as first-year college students' views on social media job opportunities and their motivations for using these platforms. Of all the platforms surveyed, 33% of students have been used YouTube. A number of social media features, such as lessons, digital connections with subject-matter experts, and peer-to-peer sharing, have highlighted in the study. Now more than ever, students' everyday lives are not complete without social media. In light of this pervasiveness, all over the schools in the world have begun to use social media as a vital instrument for student-institution connection. Some businesses choose to use preexisting platforms like Facebook, while others have gone above and beyond to create their own unique social media channels.

Colleges and universities use social media for more than just communicating with students; they use it to promote courses and programs, spread news and other significant announcements, and encourage participation in online forums. (Porter, 2013). The overuse of social media platforms can have a negative impact on pupils' academic performance, according to this study. For this study, they relied on a questionnaire to gather primary data. To get their opinions, we polled students from all four years of high school, namely in the first, second, third, and fourth years. Academic performance among undergraduates may be impacted by excessive social media use in the absence of genuine educator oversight and proper application planning, according to the study's conclusions. Along with active learning strategies like problem-based learning, collaborative learning, and the flipped classroom, these technologies that students have been using a lot recently should be included as supplemental tools to improve learning results. When utilising social media for schoolwork, students also need guidance and instruction on time management Alamari (2019). "Online resources that people use to share content: video, photos, images, text, ideas, insight, humour, opinion, gossip, news," was Drury's (2008) definition of social media. When it comes to the last several decades, information and communication technology has been a game-changer. Tennakoon, Lasanthika, and Silva (2019) found a correlation between generation Z's social media use and their daily activities, important decisions, and performance evaluations. Decisions on one's profession, one's marriage, one's education and professional growth, one's leisure time, one's wallet, one's professional and

personal networks and so on Valentine (2018). A questionnaire served as the main means of data collection for the writers. "Time spent, frequency of access and information viewed & shared" are the three criteria that the writers use to measure their research (Tennakoon, Lasanthika, and Silva, 2019).

3. Materials and Methods.

There is growing concern regarding the possible effect of teenagers' heavy use of social media on their academic performance in the fast-paced city of Chennai. It is still not known how exactly social media use affects students' academic performance, even though it is common among teenagers. Determining the complex nature of the connection between teenage social media use and academic performance in Chennai is, hence, the main objective of this research. We hope that by delving into this correlation, we might provide light on the possible ways in which social media influences the academic performance of teenagers, which in turn can inform parents, teachers, and lawmakers.

i. Determine how active the social media ecosystem is among Chennai's youth.
ii. To study the correlation between academic performance and several dimensions of social media use, including how often, for how long, and for what purposes.
iii. To help teachers, parents, and lawmakers understand how social media affects teenagers' performance in the classroom, gather data on this topic.
iv. To maximise their academic performance by providing insights into tactics and actions that can assist them in managing their social media use properly.

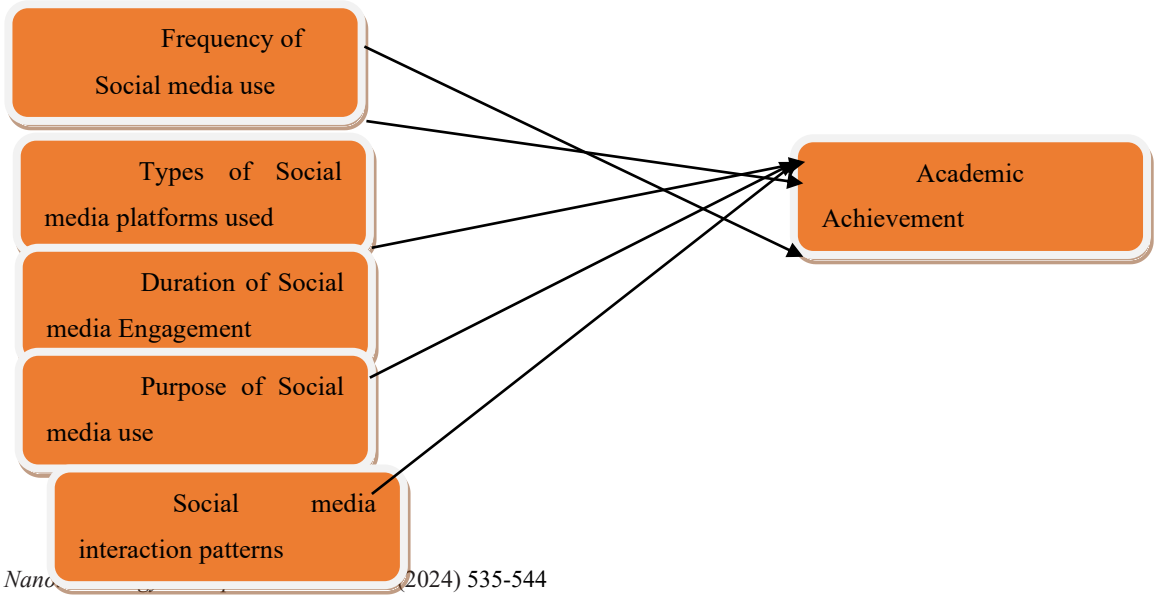
3.1 Research Question

i. How prevalent is social media engagement among youth in Chennai, and what are the patterns of activity within the social media ecosystem?
ii. What is the correlation between academic performance and various dimensions of social media use, including frequency, duration, and purpose?
iii. How does social media engagement impact teenagers' performance in the classroom, and what insights can be gleaned to inform educators, parents, and policymakers?
iv. What strategies and actions can adolescents employ to effectively manage their social media use and optimize their academic performance?

3.2 Hypothesis of the study

i. There is no significant correlation between social media engagement and academic achievement among adolescents in Chennai.
ii. The frequency of social media use does not significantly impact academic achievement among adolescents in Chennai.
iii. There is no significant difference in academic achievement between adolescents who primarily use social media for educational purposes and those who primarily use it for socializing and entertainment.
iv. There is no significant difference in academic achievement between adolescents who spend shorter durations on social media and those who spend longer durations.

Conceptual model of the Study



A descriptive survey was the research strategy used in this study. This approach is appropriate because it allows the researcher to collect data in a standardized manner using well-defined study concepts, linked variables, and highly structured research instruments. Due to the needs of the study and the researcher, a convenience sample is utilized in this research. When researchers use convenience sampling, they select members of the population based on how easy it is for them to get in touch with them. Each respondent is a student at an accredited university. Sixty people participated in the study.With a 95% confidence level (0.05) and a confidence interval of 5, 300 students were chosen at random from 392 full-time students.

The researcher used percentages and frequency counts for descriptive statistics and Chi-square for inferential statistics to examine the survey responses. Research topics and demographic data were analysed using descriptive statistics like percentages and counts, and hypotheses were tested using inferential statistics like chi-square at a significance level of 0.05.

Table 1 Characteristics of the Respondents

Gender	No. of. Responses	Percentage of Responses
Male	129	43
Female	171	57
Total	**300**	**100**
Faculty		
Arts	78	26
Education	45	15
Social Sciences	39	13
Business Administration	72	24
Environmental Science	66	22
Total	**300**	**100**
Age		
16-20 Years	123	41
21-25 Years	45	15
26 Years above	132	44
Total	**300**	**100**
What are your favorite social media apps?		
Facebook	81	27
Instagram	285	95
Tumblr	30	10
Twitter	51	17
Reddit	66	22
Snapchat	102	34
Pinterest	42	14
Duration of Social Media Use		
Less than 1 hour	39	13
1-2 hours	90	30
2-3 hours	66	22
3-4 hours	42	14
4-5 hours	36	12
More than 5 hours	21	7
Interrupted while completing your task		
Always	114	38
Once in while	189	63
Never	15	5
Peers' recommendations for dining establishments		

All the work / Always	51	17
Some of the work / sometimes	213	71
None of the work / Never	45	15
When are you most active on social media?		
Morning	0	0
Afternoon	18	6
Evening	87	29
Night	201	67
During the test period, social media activity decreases.		
Yes	195	65
No	105	35
How have you done in the classroom?		
Distinction	81	27
First Class	177	59
Second Class	45	15
Third Class	3	1

The gender breakdown of the 300 responses is as follows: 43% are male (129), while 57% are female (171). This can be interpreted as indicating that the survey had a slightly higher proportion of female respondents. Representation of instructors in the survey: Subjects related to the arts: 26% (78) Educational attainment: 15% (45) Thirteen percent (or 39) in the social sciences. Accounting and Business: 24% (72). Science of the Environment: 22% (66). This sheds light on the demographics of the academic fields represented among the responders. Time: Respondents' age distribution: Between the ages of 16 and 20, 41% (123) Between the ages of 21 and 25, 15% (45 people) Over the age of 26: 44% (132) This suggests that the respondents' ages range from 16 to 20, with a sizeable majority falling in the 26 and older age brackets. When asked which social networking app they prefer, 95% of people who took the survey (285 total) said Instagram.

Snapchat came in second with 34% of the vote, followed by Facebook with 27% and 102 responses, respectively. Instagram stands out as the most preferred social media network among the respondents, showcasing the popularity of other platforms as well. In terms of how long people spend on social media, 30% of respondents spend 1-2 hours and 22% spend 2-3 hours. Relatively few people (7%) say they spend more than five hours a day on social media. The different amounts of time that respondents spend on social media sites are shown here. Among those who have taken the survey, 38% (114 people) say they are interrupted at all times while working on chores, 63% (189) say it happens occasionally, and 5% (15 people) say it never happens at all. This indicates that many respondents experience interruptions when working on projects, which could impact their ability to concentrate and get things done. Restaurant Recommendations from Colleagues: There are 313 people who say they depend on recommendations from their peers at least sometimes, 71 people who say they never rely on recommendations from their peers, and 15 people who say they never rely on recommendations from their peers. How much respondents trust and follow the suggestions of their peers for restaurants can be gleaned from this information. Typical Social Media Use: Evenings and nights see the highest levels of social media activity among respondents (67% and 29%, respectively), followed by the afternoons (6% and 0%, respectively). The majority of respondents' social media engagement occurs in the late hours, as shown above. During the test time, 65% of respondents (195 people) say that social media engagement drops, whereas 35% (105 people) say the opposite. This indicates that most people who took the survey cut back on their social media use during test periods, perhaps as a result of the increased focus and workload associated with school. Classroom Performance: 27% (81) of participants received a distinction, 59% (177) received a first class, 15% (45) received a second class, and a mere 1% (3)

received a third class. The majority of respondents achieved distinction or first class, which gives us insight into their academic achievement distribution.

Table 2 Chi-Square Analysis

Null Hypothesis: The frequency of social media use does not significantly impact academic achievement among adolescents in Chennai.

Chi-SquareTests			
	Value	**Df**	**AsymptoticSignificance (2-sided)**
PearsonChi-Square	9.121[a]	4	.039
LikelihoodRatio	8.272	4	.071
Linear-by-LinearAssociation	7.112	1	.006
NofValidCases	300		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is38.20.			

This study used a chi-square test to look for a correlation between students' social media use and their grades. This study used a nominal scale to quantify the relationship between students' social media usage and their academic performance. This study found a correlation between social media usage and academic performance using a chi-square test with a 5% level of significance. A p-value of less than 0.05 is required. Since the null hypothesis cannot be accepted with a P value of.039, we can conclude that the association does in fact exist. The p-value for the Pearson Chi-Square test is 9.121.

Table 3 Chi-Square analysis

Null Hypothesis: There is no significant difference in academic achievement between adolescents who primarily use social media for educational purposes and those who primarily use it for socializing and entertainment.

Chi-SquareTests			
	Value	**Df**	**AsymptoticSignificance (2-sided)**
PearsonChi-Square	7.321[a]	9	.529
LikelihoodRatio	7.279	9	.672
Linear-by-LinearAssociation	.018	1	.832
NofValidCases	300		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is12.34.			

From the above table chi-square to compare the academic performance of teenagers who use social media mostly for schoolwork and those who use it more for fun and games. In this case, we used a nominal scale to compare the academic performance of teenagers whose main motivation for using social media is to learn and socialise, and those whose primary motivation is to have fun. Adolescents who use social media for educational purposes do not have any correlation with achievement compared to those who use it for socialising and amusement, according to a chi-square test conducted at a 5% level of significance. It is expected that the p-value will be below 0.05. With a p-value of 0.529, and it can conclude that there is no correlation and accept the null hypothesis. A 7.321 Pearson Chi-Square value was obtained.

Table 4 Chi-Square analysis

Null Hypothesis: There is no significant difference in academic achievement between adolescents who spend shorter durations on social media and those who spend longer durations.

Chi-SquareTests			
	Value	**Df**	**AsymptoticSignificance (2-sided)**
PearsonChi-Square	13.431[a]	12	.456
LikelihoodRatio	12.112	12	.410
Linear-by-LinearAssociation	1.762	1	.198
NofValidCases	300		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is4.29.			

In order to compare the academic performance of teenagers whose social media use is inversely proportional to their tolerance for screen time. A chi-square test is conducted. This is where we find the nominal scale for measuring the time on Facebook status and the reason for Facebook brand attachment. Using a chi-square test with a 5% level of significance, we find that compared to those whose social media use is longer, those whose use is shorter report higher academic accomplishment. Make sure the p-value is less than 0.05. With a p-value of 0.456, we may rule out the possibility of an association and draw up the alternative hypothesis. The value of the Pearson Chi-Square test is 4.29.

Table 5 Relationship between academic achievement and social media engagement

Null Hypothesis: There is no significant correlation between social media engagement and academic achievement among adolescents in Chennai.

Correlations		Academic achievement	Social media engagement
.271Academic achievement	Pearson Correlation	1	-.271*
	Sig. (2 tailed)		.025
	N	300	
Social media engagement	Pearson Correlation	-.271*	1
	Sig. (2 tailed)	.025	
	N	300	300

*** Correlation is significant at the 0.05 level (2-tailed)**

A slight positive correlation between social media-induced involvement and academic performance exists. Meanwhile, we've settled on a P-value of 0.05, and the correlation coefficient is -.271. It can be concluded that can't accept or reject the null hypothesis because this is smaller than the significance level of 0.05; so, we accept the alternative hypothesis.

Discussion

With 57% of the total sample being female, the study shows a little larger proportion of responses. Various subjects, including arts, education, social sciences, business administration, and environmental science, are well-represented across academic faculties, demonstrating variety. The age groups of 16–20 and 26 and up make up the bulk of the population. Out of all the social media platforms, Instagram stands head and shoulders above the competition, with Snapchat and Facebook following closely behind. While some spend more than five hours a day on social media, the vast majority spend between one and three hours a day. A lot of people who took the survey have interruptions that get in the way of them getting things done.

It is clear that social networks have an impact on decision-making since many respondents take peer suggestions for restaurants into account. Evenings and nights are when most people use social media, and most people report less use during test hours. In their academic pursuits, most respondents obtained distinction or first class. In order to investigate the connection between social media use and academic performance, the study used chi-square testing. In order to reject the null hypothesis, the study shows that there is a substantial link between the frequency of social media usage and academic performance. A lack of statistically significant link between the academic performance of social media users whose primary motivation is learning and that of users whose primary motivation is socialising or enjoyment supports the rejection of the alternative hypothesis. Furthermore, the results of the investigation do not show a statistically significant difference in academic accomplishment between the groups of teenagers whose social media use is shorter and longer.

Conclusions

Examining the effects of social media usage on students' academic performance was the driving force behind this research. Although there is a large amount of literature on the subject, much of it pertains to academic performance, very little of it pertains to Chennai in particular. In order to accomplish the goals of this study, a short questionnaire was used to survey a group of students. It should be emphasized that the results and consequences of this study are limited to the respondents

from Chennai and cannot be applied to the entire population of Chennai. Using a bigger and more varied sample, including students from different geographical places, could help future study expand on this topic. Stronger evidence of the correlation between social media use and academic achievement would come from a more representative sample. It should also be noted that the study mostly used traditional measures like Grade Point Average (GPA) to evaluate academic success, and it didn't take into consideration the development of soft skills that social media usage enables. To further understand how social media influences students' education as a whole, future studies should investigate its possible influence on the acquisition of these abilities.

References

Asemah, E.S and Edegoh, L.O.N. (2012). Social media and insecurity in Nigeria: a critical appraisal. Being a paper presented at the 15th National Conference of African Council for Communication Education, which took place at the conference Hall of Federal University of Technology, Minna, Nigeria.

Annie Ward, Howard W. Stoker, Mildred Murray-Ward (1996), Achievement and Ability Tests - Definition of the Domain. Educational Measurement, 2, University Press of America, pp. 2–5, ISBN 978-0-7618- 0385-0

Al-Khalifa, H. S., & Garcia, A. R. (2013). The state of social media in Saudi Arabia's higher education.*International Journal of Technology and Educational Marketing (IJTEM)*, 3, 65–76.

Alamari, M. M. (2019). Udergraduate Students' Perception towards Social Media Usage and Academic Performance: A Study from Saudi Arabia . *iJET - Vol 14, No. 3*.

Cain, J. (2009). Pharmacy students' Facebook activity and opinions regarding accountabilityande-professionalism.*American Journal of Pharmaceutical Education,* 73(6), Article: 104.

Drury, G. (2008). Social media: Shoul marketers engage and how it can be done effectively. *Journal of* Direct, Data and DIGITAL marketing Practices,9, 274-277.

Hoyle, E. (1986). Policies of School Management, Suffolk. The press ltd.

Jamie Ballard, Sep 2019, Teens Use these SM platforms the most, today. www.yougov.com.

Jyoti Ranjan Muduli, (2014), National Institute of Technology, Rourkela.Post Graduation Thesis.

Kyoshaba M (2009). Factors affecting academic performance of undergraduate students at Uganda Christian University. Retrieved December 4, 2013 fromhttp://mak.ac.ug/documents/Makfiles/theses/Kyoshaba%2520Martha . Pdf.

Kuppuswamy, S., & Narayan, P. (2010). The Impact of Social Networking Websites on the Education of Youth. *International Journal of Virtual Communities and Social Networking (IJVCSN), 2*(1), 67-79.

Lenhart, A., & Madden, M. (2007). Teens, Privacy & online social networks: How teens manage their online identities and personal information in the age of My Space. Washington, DC.

Liccardi, I., Ounnas, A., Pau, R., Massey, E., Kinnunen, P.Lewthwaite, S., Midy, A., & Sakar, C. (2007). The role of social networks in students' learning experiences. ACM SIGCSE Bull 39(4), 224-237.

Oche M and Aminu A. (2010). Nigeria: Social Networking and the Future of Students.

Olubiyi'S.(2012),social media and Nigeria Youth burden. http://bluepringng.com/2012/12/social-media-and-nigerian-youth- burdenretrieved 21/05/2013.

Statista, Statista is a German online portal for statistics, which makes data collected by market and opinion research institutes and data derived from the economic sector and official statistics available in English, French, German and Spanish. Available on, www.statista.com.

Subrahmanyam, K., & Greenfield, P. (2008). Online communication and adolescent relationships. The future of children, 119-146

Tennakoon, Lasanthika, & Silva. (2019). Impact of Social Media usage on academic performance: A case of undergraduates in Sri Lankan state universities.

Tinto, V. (1997). Classrooms as communities: Exploring the educational character of student persistence. *Journal of Higher Education,* 68(6), 599 – 623.

Trusov, M., Bucklin, R., & Pauwels, K. (2009). Effects of word of-mouth versus traditional marketing: Findings from an internet social networking site. *Journal of Marketing*, 73(5), 90–102.

Valentine, O. (2018). *Chart of the day*. Retrieved from Global Bindex: 2018 https://blog.globalwebindex.com/chart-of-the-day/gen-z-now-spend-4- hours-daily-online-via-mobile/

Williams, A. Boyd, S. Densten, R. Chin, D. Diamond, and C. Morgenthaler, (2009) "Social Networking Privacy Behaviors and Risks", In Proceeding of CSIS Research Day, Seidenberg School of CSIS, Pace University, USA.

Wiley, C., & Sisson, M. (2006). Ethics, accuracy and assumption:The use of Facebook by students and employers. Paper presented at the Southwestern Ohio Council for Higher Education Special Topics Forum, Dayton, OH.